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ABSTRACT

The community college movement has been well-documented since the organization of the first junior colleges. This documentation has been maintained by six groups: scholars and professors, the popular media, institutional research, state agencies, faculty organizations, and national organizations. Currently, approximately 100 scholars and professors employed in prestigious university or college settings research, teach, and write about community colleges. Written by recognized experts in the field, this research is generally influential, but is usually published in scholarly journals with limited readerships. In contrast, writings produced by the popular media have the potential for a vast readership, which makes it the second most influential category of documents. Institutional researchers produce reports on preset topics to meet mandates from many sources and directed at a small, select audience. State agencies, for their part, make specific fact and figure requests from individual community colleges and publish information on demographics, student progress and success, and course offerings. Although faculty in community colleges do not usually experience the same pressure to publish as university faculty, they do produce materials in the form of reports by faculty groups, updates on research projects, current trends, and practical application. Finally, national organizations can produce influential works since they often enjoy a solid financial base from dues-paying members and strong networks and affiliations. Contains 68 references. (HAA)

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Community College: Impressions and Images Gained Through Publications

Submitted by
Veronica Getskow

to
Dr. Arthur Cohen
University of California - Los Angeles
Final Paper
Education 462 Community Colleges
June 4, 1996

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Community College: Impressions and Images Gained Through Publications

Since the turn of the century when junior colleges came into being, writers, journalists, scholars and researchers have been writing about and documenting the community college. The literature about the two-year colleges grew along with the institutions (Cohen, Palmer & Zwemer, 1986). Impressions and images of the community college as a system and as an educational institution can be obtained by reading documents - documents that are written to inform, to persuade, and sometimes, to entertain.

This paper provides an overview of documents from six different interest groups all producing writings on the topic of the community college. The documents under scrutiny were published during the years, 1991-1996. The six categories of documents are: scholars and professors, popular media, institutional researchers, state agencies, faculty organizations, and national organizations, The volume of literature on the community college is immense. Research for this paper included only a sampling; a limited number of the approximately 15,000 documents have been produced in the last five years. In doing a search of Mags on Melvyl, 1,025 articles were written during the time period of 1988-1996 in magazines and journals alone, not taking into account the other databases. Each document category will be analyzed and discussed within the frame of: document format, author and readership, credibility, benefits and values, and limitations.

In attempting to analyze the literature on the community college, the image or metaphor of a vast ocean of printed materials being influenced by the pull of the moon is appropriate. The moon, sending out powerful energy rays in a push-pull pattern, is represented by the small nucleus of scholars and intellectuals that generate new studies, expand existing theory and ideas, and act as critical commentators on the current state of affairs in community colleges. In reviewing the other document

categories, individuals from this group, scholars and intellectuals, are often quoted, noted and used to establish credibility bases in articles. A closer look at this stellar group of individuals is warranted.

scholars and professors

This nucleus of individuals numbers about 100 (Cohen 1996). A main characteristic of this group of authors is that they are currently employed in prestigious university or college settings, researching, teaching, consulting and writing about community colleges. The majority of citations are male names, leading to the possible interpretation that it is a male dominated voice with representation from the disciplines of sociology, education, and finance. These individuals, some of whom have been writing on the community college dating from the early 1970's, bring a perspective that is based on longevity, acute observations and a vast network of connections.

The connections these scholars exert are like the force field of energy from the moon. Their subtle, powerful, yet almost invisible force expands in all directions in the vast ocean of literature being produced on community colleges. However, this subtle force is most visible in the topics that these individuals write and study, the people they train as future scholars, the organizations they participate in on a state or national level, the journals they publish in and the faculty partnerships they form resulting in coast to coast links interconnecting information and ultimately influencing all community college literature.

The documents produced by this group of writers have an all encompassing range from broad studies on students, access and equity, vocational training and education, governance, management and leadership, down to specific focuses such as the topic of female community college presidents. This body of literature is extremely scholarly in nature, with a limited readership base of students in higher education, other scholars and critics in the community college field. Characteristics of these documents are that an argument or basic research question is presented by the author(s) and

evidence supporting it is provided for the reader. Generally each article includes a literature review, possibly a historical overview, supported with statistics and references. An example of this type of document would be: *"New Wave Students and the Community College"* by Rendon and Valadez (1994). The credibility of these documents lies in the author's biographical information, funding source and in the quality of the research or written work.

Frequently, these noted authorities in the field receive specific requests to write a column in an association newsletter, a chapter in an edited volume (Gillet-Karam's, *"Women and Leadership"* in A Handbook on the Community College in America edited by G. Baker), a monograph or a special "occasional" paper (George Vaughan's March 1993 *Community Based Programming: The Community College as Leader and Catalyst for the Southern Association of Community Junior and Technical Colleges*) or an article that is an offshoot of a recent book (Brint and Karabel's *"The Community College and Democratic Ideals"* based on The Diverted Dream). The topics they write about - students, structure, problems, history, mission, leadership or management of the community college are the topics that filter into the other publication formats. A good example of this is Pascarella and Terenzini's study of 800 students on cognitive ability, in areas such as math, that J. Schrof used as a basis for her article in *U.S. News and World Report* of 9/25/95. The limitation in this set of writings is that the language and jargon used may not be "user-friendly" or easy to understand by the general public. Since academics and scholars comprise the main readership base, this is not an apparent reader liability. Keller (1985) laments that educational writing tops the list in its use of jargon; as illustrated above.

These scholars come mainly from disciplines of education, sociology, and economics. In attempting to create a list of names, the danger that some influential person will be left out or misplaced in a category is always present. Names such as Cohen, Brawer, Cross, Vaughan, Baker, Eaton, and Birnbaum represent the field of

education; Brint, Karabel, Doughtery, London, and Pincus the field of sociology; economists are Brenneman and Grubb. The field of leadership is represented by Acebo, Rendon, Gillet-Karam, Bensimon and Neumann. The list continues with Parnell, Peltason, Roueche, Clark, Astin, O'Banion, Pascarella and Terenzini.

The subtle force of these writings by the above mentioned scholars and professors pervade all other categories of documents and literature. The references cited in faculty based journals were written by them; the theory used in dissertations developed by them; state agencies strongly supported by them; national organizations may have formerly employed them but most importantly, these are the individuals who are being quoted in the popular press as the voices of knowledge and authority. Another factor for consideration in this category of documents is the publish or perish edict looming over scholars and professors striving for tenure and advancement within their disciplines and institutions. The number of scholars, less than 100, may be small but the writings are numerous. These individuals truly represent the moon shining over the ocean of community college literature affecting writings being published in popular media, institutional research, faculty journals, state agencies and national organizations.

popular media

In contrast to documents produced by scholars with a limited readership or audience, popular media has the potential for a vast readership. Due to the sheer number of potential readers, popular media ranks (in this author's view) as the second most influential category of documents. This category is comprised of not only educational newspapers such as the Chronicle of Higher Education, but newspapers reflecting large urban areas or small rural areas and magazines. Magazines run the gamut of a specific audience base such as *Better Homes and Gardens* versus *U.S. News and World Report*. Newspapers and magazines serve a special readership that is not part of the academic world, and give outsiders a glimpse of what matters at the

community college level (see appendix for listings of recently publsihed articles). This format -- cheap newsprint and glossy magazines, reach a wide circulation of readers in all income brackets of America due to the low cost of the media and the ready availability of product. It is interesting to note that during the last year approximately 38 articles were published in magazines ranging from *Sports Illustrated, U.S. News and World Report, Newsweek* to the *Chronicle of Higher Education*. If all the newspaper citations were added to this total, the estimate would most likely reach an article a week being produced and published on community colleges.

Newspaper articles tend toward a sensationalist slant and often alert the general tax paying public to the misuse of funds or the projected need for budget increases. For example, the article appearing in the L.A. Times of March 9th, 1996 with a heading: "*Community Colleges Predict Biggest Budget Deficit in Years*", illustrates this point. The slant of magazine articles is toward providing information on latest trends at community colleges such as, degrees with guarantees, training and competence of graduates, and the value of money spent on a community college education. A well written article appearing in *Better Homes and Gardens October* 1993 issue by J. Schrof was entitled *"Making Community College Pay Off"*. Along with an magazine or newspaper article's slant or focus is the degree of believable reader credibility.

Some credibility is already established based on the reputation of the newspaper or magazine in which the article appears. High believability exists with articles from the *Chronicle of Higher Education* versus a lower rating for a weekly newspaper of some small town in the midwest. However, the credibility of this document category is strengthened with the use of quotes from noted authorities, scholars and professors, or local college administrators. For example, in a five part series appearing in the Long Island Newspaper, *Newsday*, Arthur Cohen, a UCLA professor in Higher Education was quoted. Other voices, such as students are used effectively, adding the human interest touch. A actual photo of the individual student

enhances the credibility factor (see p.88, a photo of freshman, Carrie Poplar in *U.S. News and World Report*, September 25, 1995). Rarely could the credibility of any one piece be attributed to accurately cited statistics or to the reputation of the writer. Biographical information on the authors was absent plus only a few were repeat writers on the topic of community colleges.

Most magazines and newspapers assign a staff writer the responsibility for reporting on educational developments or hire freelance writers on an as needed basis. An estimate of the number of writers producing popular media documents would be about three dozen individuals nationwide. In addition to newspapers who employed an education columnist, only two other sources had repeat writers: The *Chronicle of Higher Education* and *U.S. News and World Report*. The *Chronicle* had four writers, Gose, Healy, Pego, and Zook that authored two or more articles within the last year. *U.S. News and World Report* had two articles written by Schrof in the same time period. It would seem logical that with a specific writer assigned the topic of education, a more comprehensive coverage would occur since the author would have familiarity with the background information. The major benefit to popular media coverage is that a community college topic being written about will hit critical mass readership quickly. The fact that the general public is able to read about timely issues before they becomes "old news" is a plus. The limitations are: lack of space to give the background, historical review or the possible inaccuracy of statistics. Bias or an "axe to grind" slant may be taken on a topic and the results taint the information presented to the American public. Another limitation could be press deadlines forcing an article to be hastily put together.

institutional research

Institutional researchers are responsible for producing research based reports often using a preset topic agenda to meet mandates from many sources, for a small but select audience population including the local reading public. The specific topic of a

report, such as size, diversity, and working hours of faculty, may be generated by a critical comment published in the local newspaper.

The advent of computers, and statistical databases have increased and improved the production ability of institutional researchers attached to local community colleges. The characteristics of these reports are: very specific information, often based on survey data; little or no background information to the problem is included; rarely are scholarly references cited and the information is pertinent solely to one community college. One such example is a campus climate survey (July 1994) report done by Nancy Mattice, College of the Canyons that was based on a survey instrument adapted from a Fall 1990 UCLA undergraduate survey by Astin, Trevino and Wingard, *The UCLA Campus Climate for Diversity*. This piece of institutional research uses the work of a scholar and professor, A. Astin, as a research prototype. This particular survey instrument included sections focusing on the respondents' experiences, attitudes about diversity issues, and opinions about suggested solutions for improving the climate for diversity. This report, as with many of the institutional research reports was based heavily on data collection and tables, charts, graphs, and statistics in all forms being included. The broad categories written about are demographic summaries, matriculation research and evaluation, institutional effectiveness and accountability, student equity, staff development, academic policies and programs. The specific topics vary: student, staff, and faculty demographics, enrollment figures, feasibility studies for new program development, evaluation of preferences for new course or revitalizing existing program formats. Other examples are placement and testing procedures, community surveys, student aspirations, program review, comparative studies, academic validation studies, and attainment. These reports are often produced by a single or part time staff person.

The typical institutional researcher may hold a full time position but be funded part time in two or more department areas such as grant writing and contract education.

This type of department sharing fragments the amount of time devoted to specific research outside of the mandated reports on a state level, federal reporting regulations and accrediting agency requests.

The usual audience of readers for these reports are the groups who made the specific request such as state agencies, college administrators and board members. Reports will be condensed to one or two pages of highlights and shared in house via a internal newsletter format or complete reports presented at committee functions such as the college research advisory committee. A glossy, or "PR" (public relations) image version is sent to agencies and VIPs.

In comparing institutional research with other documents on the community college, it is clear that specific vs. general information is obtained; the survey instruments themselves are adapted to a specific college using a prototype; IR research is driven by internal agenda topics or requests and the volume of IR documents published in-house varies from year to year. Using the College of the Canyons as a guide, 26 documents were produced in 1994-1995 while in the preceding year only 17 documents were published.

The major influence directing this type of category appears to be the agenda setters: the college president, the state reporting agencies and requests from the general public. Rarely do any of the institutional research documents cite references, yet scholars and professors heavily influence this group of documents since they train the institutional researchers and often their work is used as the research prototype. However, the tie between reports by institutional researchers and state agencies is a strong intertwining link. Both types of documents are similar in topic, readership, and the use of computer generated statistics.

state agencies

State agencies make specific fact and figure requests from individual community colleges. It would make sense that if state agencies are requiring the

information, they would be utilizing and publishing it in some format. The documents they publish provide snapshots of demographics, student progress and success, course offerings, staff populations and administrative roles. The format is basically the same as institutional documents, with every attempt to make the document easy to read and understand. Additional features included in the state documents are: bibliographies, maps, glossary, lists of names and addresses of state wide community college board members, and presidents and deans. The same type of facts and figures are included in both categories but in state documents the format is a listing of all the community colleges and how any one compares to the entire state rankings, or listings. Typical documents produced in this category are yearly fact book, enrollment reports, unit cost summaries -- all along similar lines as those produced by an individual colleges but now present information from a state wide lens. One of the strengths of these documents is that they provide an overview of the condition of education within the state using facts and figures. These documents often sort colleges in peer group divisions for more accurate comparison. The limitations are similar to institutional research: lack of historical background, few references or scholarly citations and limited application value outside the state boundary. An example of this would be *A Matter of Facts: The North Carolina Community College System Fact Book, 1995.* This document was well written and visually appealing, but is a compilation of state wide facts and is set up as a public relations tool. Far more information is provided the reader than in a specific focused IR report and includes a bibliography, glossary, and listing of names and addresses of state wide community board members. The information charts are laid out in an easy to read fashion, giving comparisons of all the colleges. In the section on student data and enrollment, only very large pie charts were offered the reader without descriptive text. Natives of North Carolina would be the bulk of the readership. An example of a document with a specific topic: *Fiscal Year 1994 Unit Cost Report for the Illinois Public Community Colleges* was in the form of a laundry

list without much description. The first eleven pages provide some description mixed in with the data tables but the remainder of the report is in straight table format. While it divided the state community colleges of Illinois into peer group divisions for ease in comparison, no map was included for the non-native Illinois reader. Again, this was a limited reader audience document.

The main audience for these documents is administrators and board trustees in addition to scholars or community members. Taxpayers along with popular media writers would be interested in summary results and comparison charts on a statewide level. Another group, the faculty, might express interest in what is happening state wide in terms of salaries, course offerings, budget allocations, etc. It is the belief of this author, that faculty have enormous power and media impact to create change if they choose to exercise it.

faculty organizations

Faculty make a strong contribution to the community college through their writings. The writings take the form of reports by faculty groups, updates on research projects, current trends, and practical application articles. Since the "publish or perish" rule does not generally apply to community college faculty, it can be concluded that these individuals feel that they have something of worth, something of merit to share with their peers. The stellar group of university scholars and professors are acknowledged as an influence and link in the faculty writings; they are the most often quoted and cited. However, faculty writings are a conduit for change and rapid spread of innovative course offerings.

Looking back historically and using the rapid spread of women studies courses, as an example, two factors contributed to the phenomena explosion of classes in women's studies: 1) presentations were made at national conference in all disciplines on the topic of women studies and 2) course outlines and syllabi were distributed and

readily available to other instructors wanting to justify and implement a similar class on their campus. This same type of information, papers on conference presentations, and course outline and syllabi information are found in writings by the faculty. A good example of this is a article written by Robert Sessions entitled, *"Teaching Humanities Courses on the Environment: Pedagogical Suggestions and an Annotated Bibliography"* printed in the *Community College Humanities Review*. This article provides the basic background and "how to" information for quickly implementing and expanding innovative courses to other campuses.

Documents published by academic senates are also included in the category of faculty organizations. These documents provide a look at the current trends in the community college state wide, in addition to providing the established policy and procedures. *"Placement of Courses Within Disciplines "* and the *"1996 Discipline Review and Timeline"* are examples of the type of reports academic senates publish for dissemination to all community colleges within the state. A review of these documents indicate that they can be very lengthly and densely written for a readership primarily composed of other faculty organizations and senates.

The readership audience for this category of documents may be primarily faculty, but if one estimates that each faculty member subscribes to one journal and has access to at least 3 others via the community college library, the information is readily available and the potential for change is great.

peer review

George Keller in 1985 wrote a forum piece for *Change* magazine, "*Trees Without Fruit* ", discussing the problem with research about higher education. Many of the thoughts and opinions he expressed in that article could apply to the current state of research on community colleges along with his recommendations and suggestions. It would seem feasible to include community college literature and research documents in his evaluation and continue the discussion and analysis of existing community college

literature. He suggests that the journals of higher education should be better supported and more aggressively edited and their roles clarified thus resulting in four first-rate periodicals: the *Chronicle* for excellent news covers; a totally revamped *Change* to act as a combination of the *Atlantic Monthly-Commentary-American Scholar-New York Review of Books-New Republic* of higher education; an improved *Journal of Higher Education* to serve as the readable, scholarly journal about the major issues facing colleges and universities and a more technical scholarly journal for research sophisticates, perhaps an enlarged *Review of Higher Education*.

In applying Keller's concept of "four first rate periodicals" to community college literature, it is already a reality. The Chronicle does include community college coverage in its reporting with 13 citations during the last year. The counterpart to *Change* is the *Community College Journal* with a format and list of contributors that appears as well balanced and easy to read as *Change*. The *Community College Journal*'s survey feature gives feedback in the next issue to it's readership on topics of current interest. One recent survey feedback report printed in the February-March 1996 issue of *Community College Journal* is on the topic of finance and funding, a growing concern in California. The scholarly journal and a more technical scholarly journal are represented by *Community College Review* and *Community College Journal of Research and Practice*. A convenient feature for scholars and graduate students is a listing of newly published dissertations found in the *CC Journal of Research and Practice*. These journals are outgrowths of national organizations, which leads into the next category of documents, national publications.

national organizations

National organizations such as the American Association of Community Colleges, Association of Community College Trustees, League for Innovation in the Community Colleges, National Council for Research and Planning and the National Council of State Directors of Community and Junior Colleges are influential for a

number of reasons. A financial funding base from due paying members, allows the organizations to publish directories, newsletters, abstracts, books, monographs, reports, in addition to raising funds, lobby for legislation, and networking at local, state, national and international levels. The total published membership within these four organizations number is small, about 2300, but reflects a much wider power base when the connecting links and affiliations are examined. Besides producing the journals that the scholars, professors and faculty publish in, these organizations hold conferences, seminars and meetings where the connecting links are forged and strengthened. The conferences, seminars and workshops are showcase opportunities for scholars, professors and faculty to present papers and research.

This paper has come full circle back to the starting point of influence, the stellar group of university scholars and professors. These individuals hold office within the organizations, write the books, edited collected volumes, obtain research grants, consult, and present at conferences. Their influence is felt in every article published on the community college, and read by faculty, staff, administrators or trustees of the 1,000 community college institutions nationwide. Directly or indirectly their influence affects the 10 million students annually enrolled and the approximately 270,000 full time faculty, librarians, counselors and administrators, as well as a large number of support staff and part-time faculty (Cohen & Brawer 1996).

Conclusion

Ranking or determining which category has the most influence is impossible since there are many layers of complexity to consider. If the yardstick of audience and readership is used, popular media has the greatest number of potential readers with institutional research documents the fewest. If the yardstick of money and power is used, the state associations and national organizations with thousands of members and corporate contributions could have the greatest clout. If the yardstick for quick

change is applied, the faculty organizations could come out ahead by putting out a call to their influential grassroots membership with published course outlines and annotated bibliographies combined with documented evidence of success.

However, if the credibility yardstick is used, and the number of times any scholar professor or authority is quoted plus the number of times a study is cited, a infinite number of possibilities exist. The connections this group of individuals exert is like the invisible force field of the moon, a subtle but very powerful force expanding in all directions in the vast ocean of literature being produced on community colleges.

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Cohen, A. and Brawer, F. (1996) *The American Community College*. San Francisco: Jossey-Bass.

Cohen, A. and Brawer, F. (1994) *Managing the Community College*. San Francisco: Jossey-Bass.

Cohen, A., Palmer, J. & D. Zwemer (1986) *Key Resources for the Community College*. San Francisco: Jossey - Bass.

Keller, George (1985) *"Trees Without Fruit"* in Change January-February pp.7-10.

Townsend, B.; (ed.) *Gender and Power in the Community College*, New Directions for Community Colleges no. 89, Jossey-Bass, 1995

Note: All other articles were from citation lists given out in class or reviewed in my weekly assignment write up.

APPENDIX

1991 Reader's Guide to Periodical Literature Volume 51

CC of Finger Lakes - *Stewards of the Wilderness* by M.C. Dodge
ill. The Conservationist 46:14-19 Sept./Oct. 91

Connors State College - Oklahoma
Junior Colleges [question of academic program for basketball players]
by A. Wolff ill. Sports Illustrated 75:119 Nov. 25 91

Turtle Mountain CC - North Dakota
Profiles [interview with I. Lattergrass] by W.G. Tierney
Change 23:43-4 March/April 1991

Encouraging Transfer: It's Impact on CC by J.A. Eaton
The Education Digest 57:62-5 Sept. 91

Moving Your Institution into the 21st Century
[address of Nov. 13, 1990] by J.N. Hankin
Vital Speeches of the Day 57:253-6 F 1, 1991

Careers 101: Occupational Education in CC by N. Baxter.
ill Occupational Outlook Quarterly 35: 12-22 Sept. 91

On Physics in the Two Year College by S.A. Watkins
Physics Today 44: 87+ Fall 91

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1992 Reader's Guide to Periodical Literature Volume 52

Deep Springs College - *Lord of the Cows* by T. Friend
ill. Esquire 118: 85-6 October 92

Hostos CC - *Street Life* [Allied Health Facility] by M. Gaskil
ill Architectural Record 180:83-93 Fall 92

Hudson Valley CC - *Running Scared* [M. Monk's exhibit Images of Humanity removed from Cultural Center of Hudson Valley CC]. by R. Cembalest
ill. Art News 91:40+ May 92

North Seattle CC - *The Creamery and the Classroom* [conversion of campus building into theater] by R. Narvaez
ill. Theater Crafts 26: 34-37+ May 92

Community Colleges Address Dec. 10, 1991 by S. Trachtenberg
Vital Speeches of the Day 58: 277-80 F 15, 1992

How Good Are Community Colleges? by A. Salzman
The American Scholar 61:116-21 Winter 92

Proactive Planning: Easing Economic Woes for CC
by D. Angel and M. De Vault
The Education Digest 57: 20-3 April 92

1993 Reader's Guide to Periodical Literature Volume 53
Joliet Junior College - *Creating a Campus*
ill. Governing v6 p.52+ June 93

Maricopa County CC District - *Phoenix: Quantum Quality at Maricopa*
by K.E. Assar.
ill. Change V25 p. 32-5 May/June 93

St Charles County CC - Missouri Flood 93
The Mississippi's Ruinous Deluge. by C. Wood
ill map Maclean's V106 p.22-4 July 26, 1993

Community Colleges by J. Schrof
ill. U.S. News and World Report V115 p 126-7 October 4, 1993

Focus on Community Colleges [special section]
ill. Career World v 21 p.4-12 January 93

Retooling American Workers at CC by L. Therrien
ill. Business Week p76+ September 27, 1993

CC and the Non majors Biology Course by BA Marcus
bibl. f Bio Science V43 p.632-4 October 93

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1994 Reader's Guide to Periodical Literature Volume 54

Atlantic CC - *Disruptive High Schoolers Start Over on the College Campus* [alternative high school on the Atlantic CC] by J. Kellmayer.
The Education Digest v59 p8-10 December 93

College of the Lake Country - *Experts Nix Dix, Other Pix in Stix* [questionable authenticity of German expressionist paintings at college exhibit] by F. Woldt
ill Art News. V 92 p 44 December 93

Cuyahoga CC - *School levels team up to bring minorities into teaching* [CCC and Kent State U] by L.W. Anglin and others.
The Education Digest v 59 p.11-14 December 93

Greenfield CC - *A Tale of Two Colleges* [financial inequity between students at Amherst / Greenfield CC.] by R. Dizard.
ill. Change V 25 p27-31 September/October 93

Midland Texas Junior College - *Midland Junior College: The demise of a model tennis program* [NJCAA restrictions on foreign athlete recruitment]
by V. Wolverton Tennis V 29 p.81 October 93

Valencia CC
[R. Rietveld's program offers technician training for employment in the entertainment industry]
by D. Johnson. TCI v 28 p 44-6 March 94

Making CC Pay Off by A. Atkins
ill Better Homes and Garden v71 p40+ October 1993

Students: Why Bother Studying? by F. Mulcahy
ill. USA Today (Periodical) V123 p56-7 November 94

Different Paths to Success [vocational programs with links to jobs at cc] by J. Schrof
ill. US News and World Report v 117 p115-6 Sept. 26,1994

 popular media

Search request: F (SU COMMUNITY COLLEGE# AND DATE 1990-1996) AND DATE 1995-1996
Search result: 38 citations in the Magazine & Journal Articles database

Type EXPLAIN LOCATE for library locations; HELP for other display options.

1. Elsberry, Jeffrey; Lindsey, Charles.
Science and math curricula in the twenty-first century.(includes related article on the courses offered by Florida Gulf Coast University)
Journal of College Science Teaching v25, n5 (March-April, 1996):346 (6 pages).
Type D 1 AB to see abstract.

2. Gelin, Dana.
The River rolls - and rolls. (Indian River Community College swimming)
Sports Illustrated v84, n17 (April 29, 1996):5 (2 pages).
Type D 2 AB to see abstract or D 2 TEXT to see article text.

3. Healy, Patrick.
A community college meets big demand in Las Vegas. (Community College of Southern Nevada)
Chronicle of Higher Education v42, n24 (Feb 23, 1996):A34.
Type D 3 AB to see abstract.

4. Mercer, Joye.
Community colleges try their hand at endowment building.
Chronicle of Higher Education v42, n23 (Feb 16, 1996):A35.
Type D 4 AB to see abstract.

5. Healy, Patrick.
The Republican contract with public colleges.(Government & Politics)
Chronicle of Higher Education v42, n20 (Jan 26, 1996):A26 (3 pages).
Type D 5 AB to see abstract.

6. Dyer, Scott.
Community college legislation victim of 'turf battles,' says official.
Black Issues in Higher Education v12, n11 (July 27, 1995):20 (2 pages).
Type D 6 AB to see abstract.

7. Adams, Debra.
Highland flung?(Highland Park Community College, Michigan)
Black Issues in Higher Education v12, n11 (July 27, 1995):23 (2 pages).
Type D 7 AB to see abstract.

8. Pego, David.
Houston Community College Chancellor resigns under pressure.
Black Issues in Higher Education v12, n11 (July 27, 1995):25.
Type D 8 AB to see abstract.

9. Blum, Debra E.
State aid for foreign athletes? (includes related articles)
Chronicle of Higher Education v42, n18 (Jan 12, 1996):A37 (2 pages).
Type D 9 AB to see abstract.

10. Gose, Ben.
Enrollment: ups and downs.
Chronicle of Higher Education v42, n13 (Nov 24, 1995):A28 (2 pages).
Type D 10 AB to see abstract.

11. Steinberg, Brian.
Coming to America: community colleges enrolling more foreign students.
Black Issues in Higher Education v12, n22 (Dec 28, 1995):24 (2 pages).
Type D 11 AB to see abstract.

12. Manzo, Kathleen Kennedy.
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